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A COMPARATIVE STUDY OF OFFICIAL AND UNOFFICIAL CLASS WITHDRAWALS AT LOS ANGELES VALLEY COLLEGE, EVENING DIVISION, SPRING SEMESTER 1963.

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A COMPARISON WAS MADE OF THE RESULTS OF A STUDY IN SPRING 1962, OF EVENING STUDENTS WHO WITHDREW FROM CLASSES OFFICIALLY (THE "OCW" GROUP) AND OF A QUESTIONNAIRE STUDY IN THE FOLLOWING YEAR OF THOSE WHO WITHDREW FROM EVENING CLASSES UNOFFICIALLY (THE "UCW" GROUP). STUDENTS IN BOTH GROUPS USUALLY HAD HAD NO PREVIOUS COLLEGE UNITS AND WERE USUALLY WORKING MORE THAN 40 HOURS PER WEEK. A GREATER PERCENTAGE OF THE OCW POPULATION HAD DROPPED CLASSES PREVIOUSLY AND HAD MADE USE OF THE SCHOOL'S COUNSELING SERVICES. GENERALLY, THE OCW GROUP REPORTED HAVING MORE OCCUPATIONAL AND FEWER "PERSONAL-SOCIAL" REASONS FOR ATTENDING SCHOOL. MORE STUDENTS IN THE UCW GROUP EXPRESSED DISSATISFACTION WITH THE COURSE OR THE INSTRUCTOR WHILE MORE IN THE OCW GROUP SAID THEY DROPPED BECAUSE THEY WERE WORKING OVERTIME. STUDENTS SHOULD BE ENCOURAGED TO MAKE GREATER USE OF THE COUNSELING SERVICES IN ORDER TO DEVELOP MORE REALISTIC ACADEMIC GOALS. (AD)

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LOS ANGELES VALLEY COLLEGE

A COMPARATIVE STUDY OF OFFICIAL AND UNOFFICIAL CLASS WITHDRAWALS AT LOS ANGELES VALLEY COLLEGE, EVENING DIVISION

Spring Semester 1963

by

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U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A COMPARATIVE STUDY OF OFFICIAL AND UNOFFICIAL CLASS WITHDRAWALS AT LOS ANGELES VALLEY COLLEGE, EVENING DIVISION

INTRODUCTION

In the Spring Semester, 1962, a study was made of official class withdrawals in the Evening Division. This study was concerned primarily with determining the characteristics of those students who withdrew officially from their evening classes and with determining the reasons given for withdrawing from their classes. These students were referred to as "dropouts".

As a follow-up of the above study, another study was conducted in the Spring Semester, 1963 which was concerned primarily with those students who did not withdraw from their classes officially. These students were referred to as "fadeouts".

PURPOSES OF THE STUDY

1. To gather data on the "fadeout" that would be similar to the data collected and studied for the "dropout".
2. To make comparisons between the official and unofficial class withdrawals.
3. To analyze the information gathered concerning students' withdrawals from class for the improvement of the total counseling program.
4. To suggest possible ways of retaining both the official and unofficial "dropout".

ASSUMPTIONS

It was assumed that the evening populations of the Spring 1962 and the Spring 1963 semesters would have similar characteristics so that valid comparisons could be made between official and unofficial class withdrawals.

It was further assumed that the sample population of the Spring 1963 study was random and that the data gathered represented the response which might have been elicited from the total population.

DEFINITION OF TERMS

1. Official class withdrawal ("dropout"). The official class withdrawal, hereafter referred to in this study as OCW, was a term used to identify an official drop from a specific class. The word "official" signifies that the student

wishing to withdraw from a class did so by following the regular procedure of the college which requires that

> the student himself notifies the admissions office that he wishes to withdraw from a class, fills out the proper official withdrawal cards, and has an interview with a counselor.

For convenience of referring to students making OCW, the student is sometimes referred to in this study as a "dropout".

2. Unofficial class withdrawal ("fadeout"). The unofficial class withdrawal, hereafter referred to in this study as UCW, was a term used to identify a drop from a class made by a student who did not notify the admissions office or fill out any of the official forms for dropping a class. This student did register and enroll in one or more classes but he either failed to appear in the class or attended the class only a portion of the semester.

   For convenience of referring to students making UCW, the student is sometimes referred to in this study as a "fadeout".

POPULATION OF THE STUDY

The data in both the "dropout" and the "fadeout" study were treated in terms of class withdrawals, not in terms of actual number of students withdrawing from classes. Hence the number of class withdrawals was greater than the number of students withdrawing from classes.

The Spring 1962 "dropout" study was concerned with the official class withdrawals and contained a total sample population of 2231. These withdrawals represented 20.4 per cent of the total classes taken.

The Spring 1963 "fadeout" study was concerned with the unofficial class withdrawals and contained a random sample population of 1212 which represented 933 actual number of students who were "fadeouts". Since it was impossible to study the complete "fadeout" sample population, it was felt that a random sample would yield comparable results. The total UCW for the Spring Semester 1963 numbered 3,032 and represented 25.1% of the total classes taken.

LIMITATIONS OF THE STUDY

1. The UCW population studied represented 40% of the total UCW population for the Spring 1963 semester; whereas the OCW population studied represented the total OCW population for the Spring 1962 semester.

2. The "fadeout" study was concerned only with UCW. Although comparisons were made between OCW and UCW, the sample populations were not drawn from the same total populations. The UCW population studied was a part of the Spring 1963 evening population, whereas the OCW used as basis of comparison was the total sample of the Spring 1962 population.

3. The students in the OCW population were asked to fill out a questionnaire (Appendix A) before talking to a counselor. The counselor had this information during the interview and consequently, the student was aware that his response was not anonymous. On the other hand, the students in the UCW population were sent a letter (Appendix B) in which they were asked to fill out a similar questionnaire (Appendix C) but under different conditions: student was asked not to sign his name; student filled out the questionnaire at his leisure; and student was not required to have an exit interview with a counselor.

4. The written statements made by the students in both studies as the reasons for withdrawing from a class were analyzed so that only one reason was tabulated for each withdrawal. This reason was considered as the primary reason and classified either as economic, academic, personal-social, or other[1] This technique was employed for the convenience of statistical treatment. Although analysis was made so that these categories were mutually exclusive, it was difficult in some cases to determine the primary reason for the student withdrawing from a class, as some students gave multiple reasons.

5. The objective data gathered for the OCW and the UCW populations were not gathered for the total evening populations. Therefore, it was not possible to determine whether the percentages were disproportionate to the total population percentages.

PROCEDURE

The data gathered for both studies included the same basic information. The only major difference between the procedures on both studies was that the "fadeout" study was conducted by means of a questionnaire mailed to the "fadeout"; whereas the "dropout" voluntarily came to the admissions office, filled out a questionnaire and had an exit interview with the counselor. The procedure for the "fadeout" study was as follows:

1. A withdrawal questionnaire (Appendix C) was developed with the assistance of the counselors involved in conducting this study. It was the intent of the questionnaire to give the "fadeout" an opportunity to describe in his own words why he enrolled in

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[1] See page 15 for subclassifications of each of these categories.

the class and why he quit attending or never attended the class. The questionnaire also asked for objective information. This information was very similar to the information gathered for the OCW population, Spring 1962 (Appendix A).

2. A pilot study was conducted for the purpose of determining the completeness of the questionnaire, the percentage of returns that might be expected, and the extent to which the responses were given. Questionnaires were mailed to 40 "fadeouts" selected at random from the first month of the semester. Returns were received from 47.5% of this population.

3. The students who had been excluded automatically from class either by the instructor or by the office were considered the UCW population.

4. At the end of each exclusion period (four in all -- March, April, May, June) a list of UCW was made by the tabulating department. Each "fadeout" was assigned a number in consecutive order.

5. From each of the four lists (mentioned in Item 4 above) 40% of the "fadeouts" were chosen at random to represent the sample populations. Numbers were taken from a table of random numbers.[1]

6. Each of the "fadeouts" chosen at random was sent a letter (Appendix B), a questionnaire (Appendix C), and a self-addressed return envelope with postage permit paid. Mailings were made at the end of each of the four exclusion periods. It was felt that the percentage of returns would be higher if these "fadeouts" had the opportunity to respond soon after they quit attending classes.

7. The questionnaires for the various time periods were of different colors so that the returns on each time period could be calculated. (The relative yield of each exclusion period is shown[2], with an average yield of 45.9%.)

8. Questionnaires were coded only for the convenience of sending SECOND REQUESTS to those "fadeouts" who failed to respond to the first request.

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[1] Wallis, W. A., and Roberts, H. V. Statistics--A New Approach. Glencoe, Illinois, The Free Press, 1956. (Table of 10,000 Random Digits)

[2] Mailings and returns were as follows:

Exclusion Period	Number of Questionnaires Mailed	Percentage of Returns
First	256	40.7%
Second	298	49.3%
Third	202	43.1%
Fourth	177	51.4%

9. After eight days, following the first mailing, telephone calls were made by the counselors to remind those "fadeouts" who had not responded to fill out and return the questionnaire.[1] No follow up was made on the SECOND REQUESTS.

10. After the sixteenth week of the semester (last date a student could be excluded from a class), the information on all the questionnaires was coded and punched on UNISORT ANALYSIS CARDS.

11. THE UNISORT ANALYSIS CARDS were then sorted according to the desired statistical treatment.

12. The data were analyzed; findings and comments were made.

The procedure for studying the "dropout" (Spring 1962 study) was very similar to the above with the exceptions described in Item 3, Limitations of the Study, page 3.

FINDINGS

The findings are presented in tabular form. Following the tables is a further analysis of the reasons for class withdrawal.

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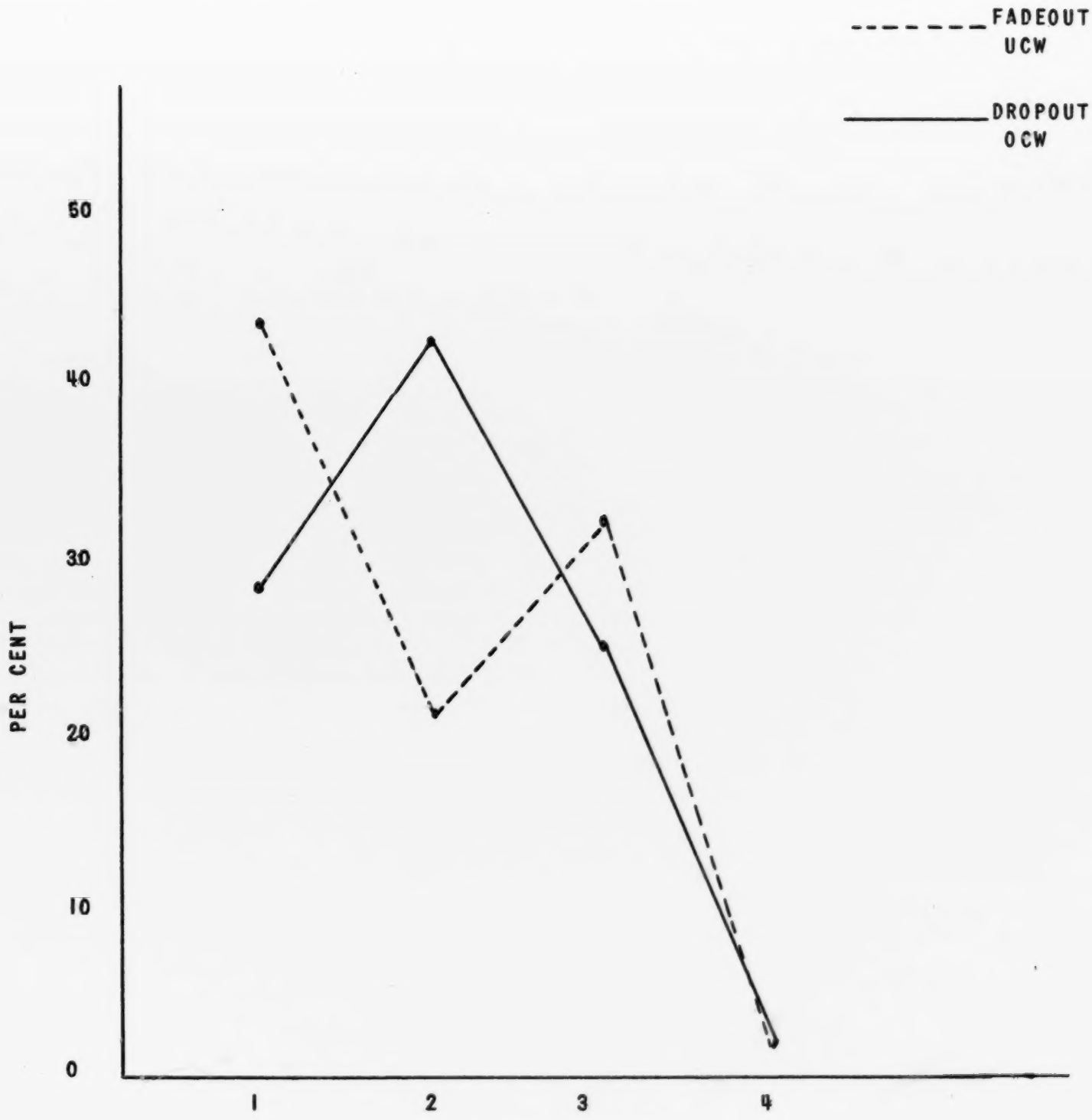
[1] This was found to be a helpful technique in getting a higher percentage of returns and the counselors reported that the "fadeouts" seemed very pleased to have been selected for the study and also appreciative that the college took the time to call them and to be interested in their educational welfare.

TABLE I

REASONS FOR ENROLLING IN CLASS



1 personal-social -- to gain a broader knowledge; general background; was interested in the area
2 degree program -- to work toward an Associate in Arts degree
3 vocational -- to help in career or to help enter another occupational area
4 make up grade point deficiency -- those students who had been disqualified and needed to show a better academic record in order to get into a full-time program

TABLE II

AGE GROUPINGS

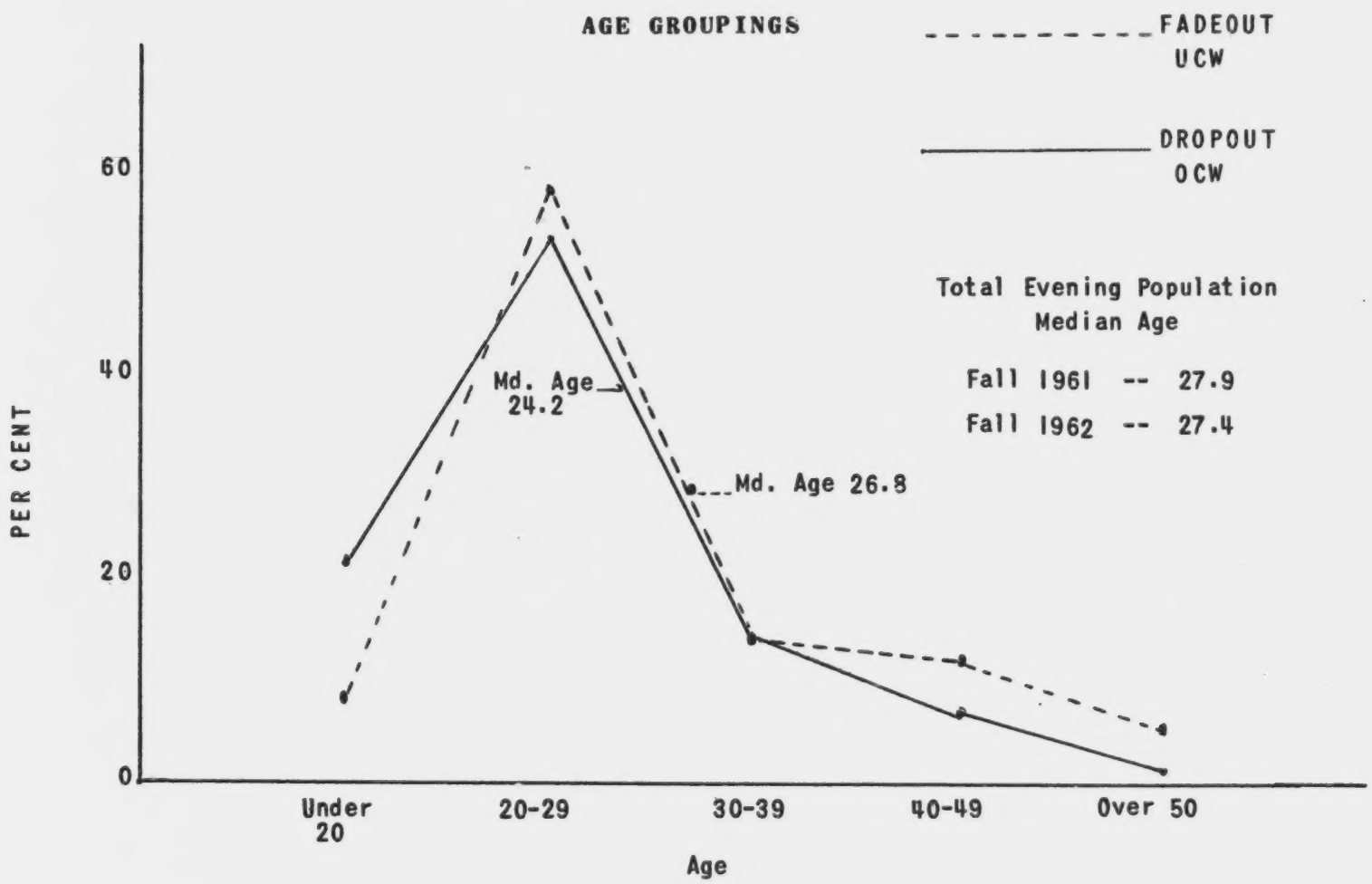


TABLE III

YEAR OF HIGH SCHOOL GRADUATION

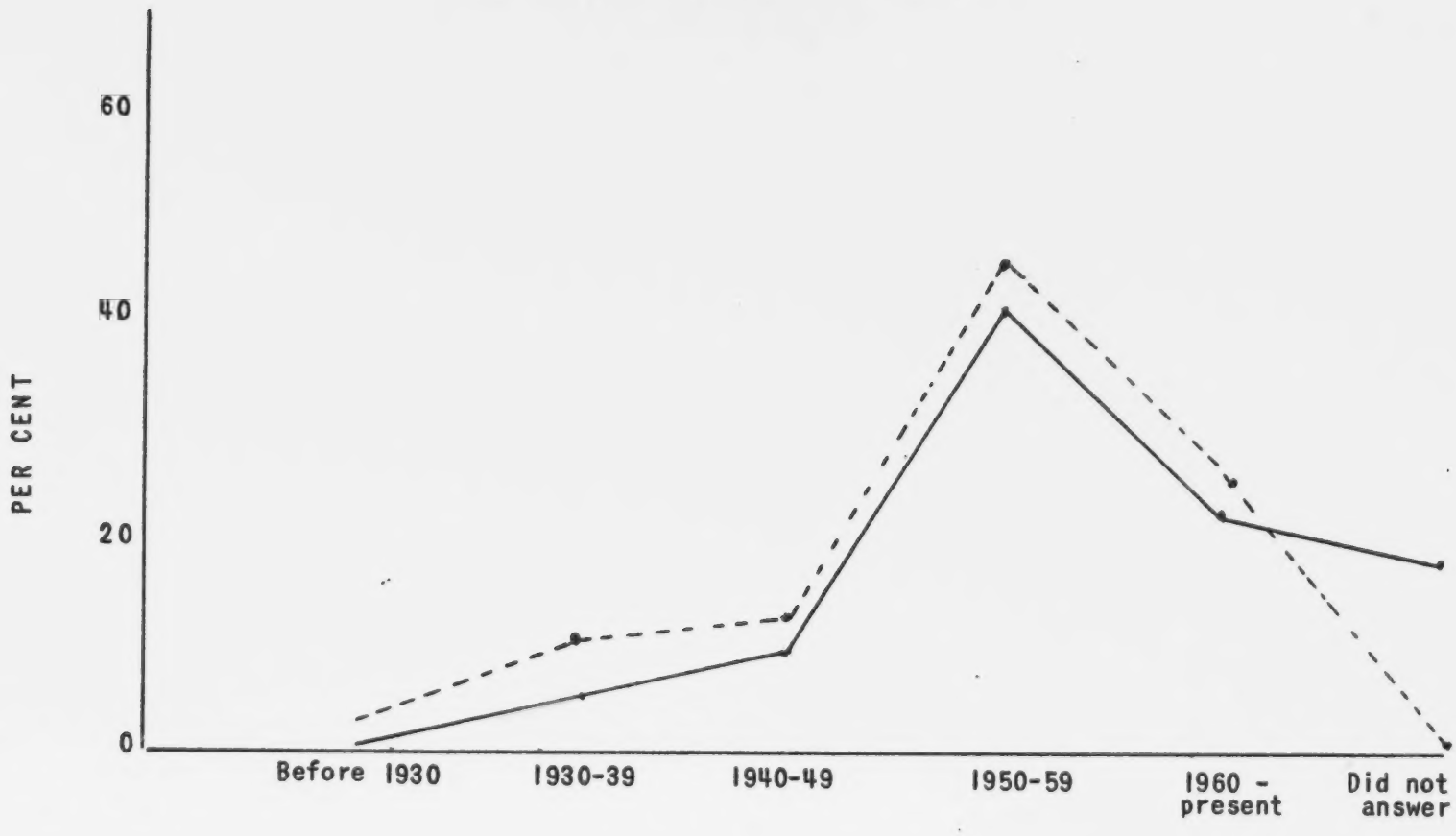


TABLE IV

PREVIOUS COLLEGE UNITS

		A	B	C	D	
FADEOUTS / UCW	PER CENT	60.5	12.1	13.1	14.3	N = 548
DROPOUTS / OCW	PER CENT	63.3	13.3	12.7	10.7	N = 2231

A -- No previous college units

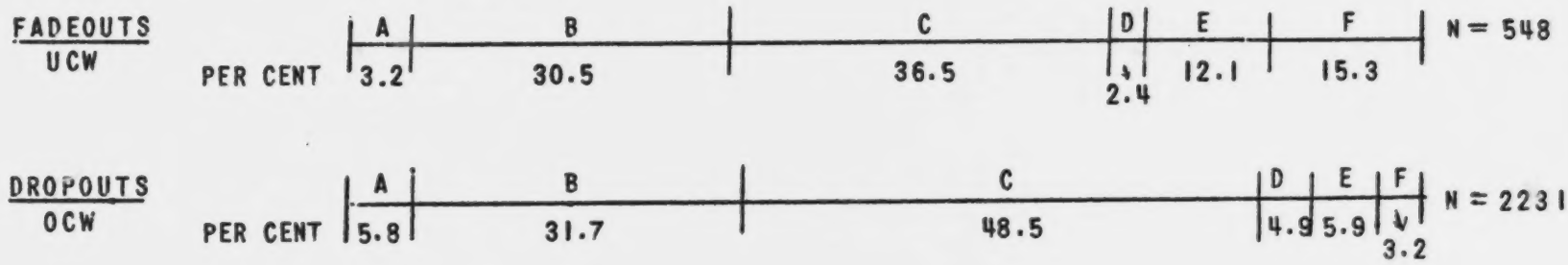
B -- 1 - 19 previous college units

C -- 20- 59 previous college units

D -- 60 and over

TABLE V

EMPLOYMENT STATUS OF WITHDRAWAL POPULATIONS



A Working under 40 hours per week
B Working 40 hours per week
C Working more than 40 hours per week
D Unemployed
E Housewife
F No answer

For matters of comparison, the same information was gathered from the total evening population, Fall, 1963. Employment status was as follows

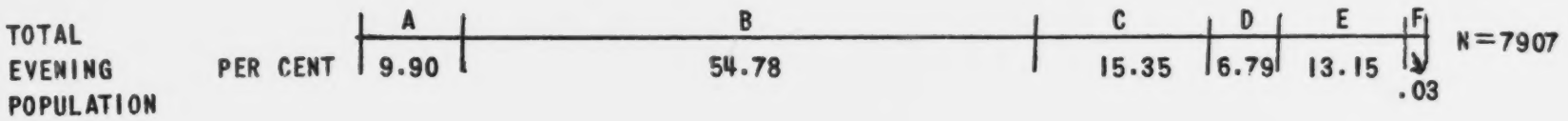


TABLE VI

NATURE OF EMPLOYMENT OF WITHDRAWAL POPULATIONS

EMPLOYMENT[1]	Percentage	
	UCW	OCW
Professional	6.6	6.2
Technical	20.8	23.5
Managerial	6.9	5.2
Clerical	17.2	21.1
Sales	3.5	5.4
Public Contract Work	1.3	5.7
Service Work	.9	1.8
Mechanical Work	7.1	7.1
Manual & Elemental Work	4.9	10.1

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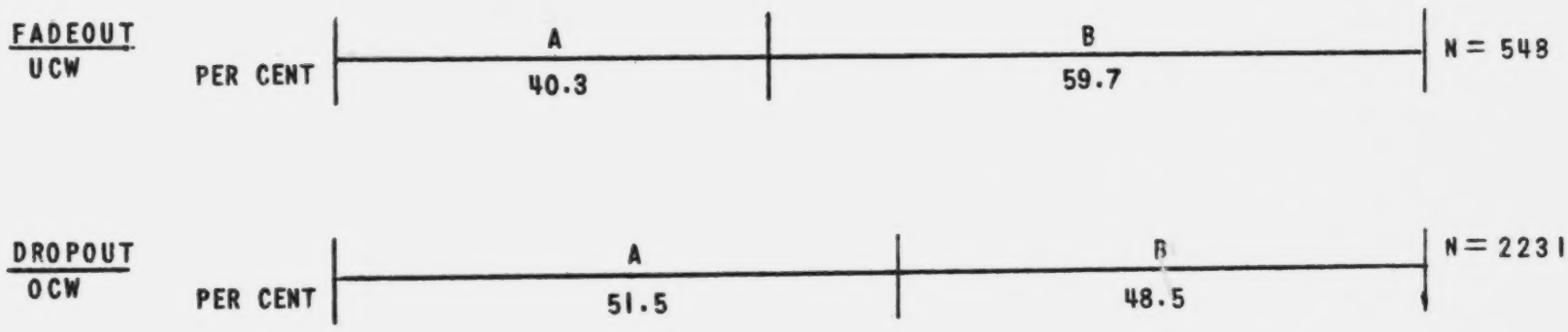
[1] Includes only paid employment.

TABLE VII

PREVIOUS WITHDRAWAL FROM A COLLEGE CLASS



A Yes
B No

Students withdrawing from class previously indicated the number of times. Comparisons are shown in percentages:

NUMBER OF TIMES	UCW	OCW
Once	60.2%	42.9%
Twice	16.7%	20.3%
Three or more	16.3%	18.8%
Did not remember	6.8%	18.0%

TABLE VIII

PLANNING TO ENROLL AGAIN AT VALLEY COLLEGE

		A	B	C	
FADEOUTS UCW	PER CENT	63.3	35.1	1.6	N = 548
DROPOUTS OCW	PER CENT	81.7	10.1	8.2	N = 2231

A Yes
B No
C Did not answer

TABLE IX

PLANNING TO ATTEND A FOUR YEAR COLLEGE OR UNIVERSITY

		A	B	C	
FADEOUTS UCW	PER CENT	20.5	68.9	10.6	N = 548
DROPOUTS OCW	PER CENT	48.7	37.5	13.8	N = 2231

A Yes
B No
C Did not answer

TABLE X

USE OF COUNSELING SERVICE (other than for registration)

		A	B	C	
FADEOUTS UCW	PER CENT	6.2	31.4	62.4	N = 548
DROPOUTS OCW	PER CENT	31.4	62.5	6.1	N = 2231

A Yes
B No
C Did not answer

TABLE XI

USE OF EVENING TESTING SERVICE

		A	B	C	
FADEOUTS UCW	PER CENT	32.8	63.0	4.2	N = 548
DROPOUTS OCW	PER CENT	17.8	61.7	20.5	N = 2231

A Yes
B No
C Did not answer

TABLE XII

SEX DIFFERENCES*

		Men	Women	
FADEOUTS UCW	PER CENT	54.9	45.1	N = 548
DROPOUTS OCW	PER CENT	64.1	35.9	N = 2231

* The male-female ratio for the total evening division population was:

Fall, 1962	57.8% M 42.2% F	Fall, 1961	57.7% M 42.3% F

TABLE XIII

MARITAL STATUS*

		Married	Single	
FADEOUTS UCW	PER CENT	56.1	43.9	N = 548
DROPOUTS OCW	PER CENT	50.1	49.9	N = 2231

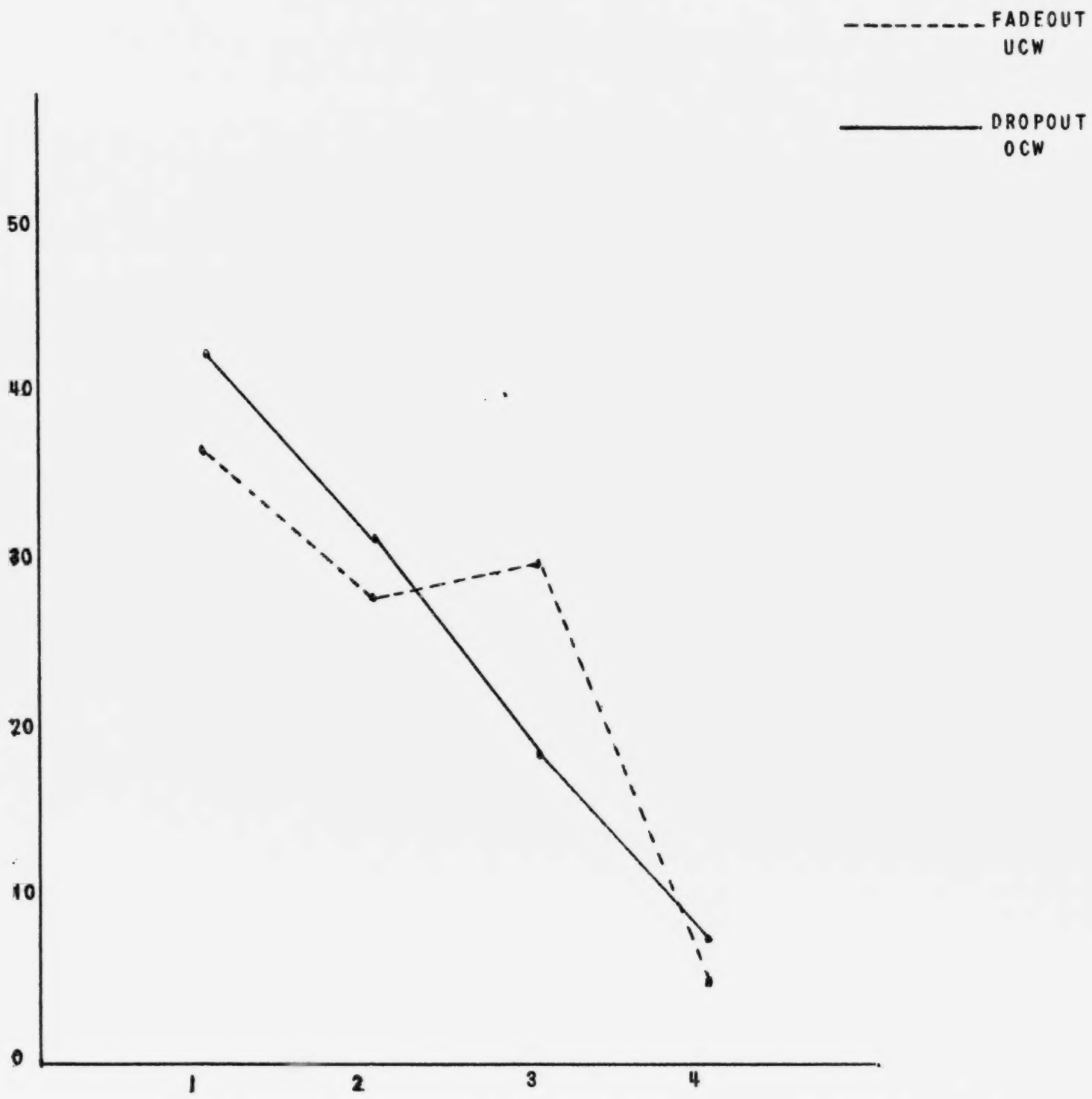
	Fadeouts	Dropouts
Married		
Men	30.5%	33.9%
Women	25.7%	16.2%
Single		
Men	24.5%	30.2%
Women	19.3%	19.7%

* The marital status for the total evening division population was:

Fall, 1962	Fall, 1961
Married 57.8%	Married 61.7%
Single 42.2%	Single 38.3%

TABLE XIV

REASONS STATED FOR CLASS WITHDRAWALS



1 ACADEMIC PROBLEMS -- entered another school; behind in studies; lacked time to do academic work; absent excessively; changed major or interest; dissatisfied with the course; dissatisfied with the instructor.

2 ECONOMIC PROBLEMS -- job required travel; worked overtime; changed working hours; changed job classification; lacked finances.

3 PERSONAL-SOCIAL PROBLEMS -- illness of student; illness of others in family; marriage; marital problems; lack of transportation; pregnancy; moving; baby sitting problems; family problems.

4 OTHER PROBLEMS -- military obligations; reserve obligations; personal reasons (ambiguous); transferred to another class; class cancelled.

TABLE XV

COMPARATIVE SUBCLASSIFICATIONS OF
REASONS STATED FOR CLASS WITHDRAWALS

		UCW (%)		OCW (%)
ACADEMIC PROBLEMS				
1. behind in studies		24		40
2. dissatisfied with the course		24		14
3. dissatisfied with the instructor		16		11
4. lacked time to do academic work		14		12
5. changed major or interest		13		14
6. entered another school		7		4
7. absent excessively		2		5
Total Academic Problems	(204)	37.3	(344)	42.1
ECONOMIC PROBLEMS				
1. changed working hours		38		34
2. worked overtime		28		40
3. changed job classification		15		10
4. job required travel		11		13
5. lacked finances		8		3
Total Economic Problems	(154)	28.1	(701)	31.9
PERSONAL-SOCIAL PROBLEMS				
1. illness of student		48		25
2. family problems		11		23
3. illness of others in family		11		5
4. moving		10		25
5. marriage		9		5
6. lack of transportation		5		10
7. pregnancy		4		3
8. baby sitting problems		1		3
9. marital problems		1		1
Total Personal-Social Problems	(165)	30.0	(419)	18.7
OTHER PROBLEMS				
1. personal reasons (ambiguous)		40		55
2. class cancelled		32		3
3. military obligations		16		18
4. transferred to another class		8		7
5. reserve obligations		4		9
6. no answer		0		8
Total Other Problems	(25)	4.6	(167)	7.3
	N = 548		N = 2231	

A further analysis was made of reasons stated for class withdrawal:

1. In both the OCW and UCW populations, students enrolling to work for a two-year degree or on a transfer program appeared to have less academic problems than any other students.

2. In both the OCW and UCW populations, students enrolling for personal reasons had exactly the same percentage of academic reasons for withdrawing (43.0%).

3. Reasons for class withdrawals in both populations given by men, whether single or married, did not vary significantly among the four classifications. However, the men in the UCW indicated they had greater personal-social problems than men in the OCW group. (21% for UCW and 11% for OCW)

4. Reasons for class withdrawals given by women in both populations showed a higher percentage of academic and personal-social problems and a lower percentage of economic problems than the reasons given by men.

5. Women in the UCW population gave higher percentage of personal-social reasons for class withdrawal than the women in OCW (42% for UCW and 30% for OCW).

6. In both populations, the single women had a higher percentage of economic reasons for class withdrawal than women as a total.

7. In both populations, married women had a much higher percentage of reasons for class withdrawal for personal-social problems than single women.

8. Single women in the OCW population had a higher percentage of academic problems than did the women in the UCW group (52% in OCW; 39% in UCW).

9. Reasons given for OCW by students who had withdrawn from class previously were about the same percentage for each category as for students who had not withdrawn from class previously.

   In the UCW population, a difference was noted between the two groups. Students withdrawing from classes previously gave a higher percentage of economic reasons (35% as compared to 24% for those students who had not withdrawn from class previously). Those students who had not withdrawn from class previously had a higher percentage of personal-social reasons (34% as compared to 25% for those students who had withdrawn from class previously).

10. Reasons given for class withdrawal by students who had withdrawn from class three or more times previously indicated the following differences:

    a. OCW -- students indicated higher percentage of personal-social problems than those who had made fewer withdrawals (24% as compared to 14%).

    b. UCW -- students indicated a higher percentage of academic problems (45% as compared with 32%).

CONCLUSIONS

Comparison of Characteristics of Withdrawal Populations

1. There appeared to be two identifying characteristics of students in both populations who withdrew from classes:

   a. Students usually have had no previous college units.

   b. Students are usually working more than 40 hours per week.

2. There appeared to be significant differences in number of hours worked when comparing both withdrawal populations with the total evening division population. Differences were as follows: (See Table V, page 9)

   a. Percentage of students working only 40 hours per week was almost doubled for the total evening population.

   b. Percentage of students working more than 40 hours per week was almost tripled for the withdrawal population.

   This would imply that the chances of a student becoming a "dropout" or a "fadeout" are considerably increased if he works more than 40 hours per week while attending evening division classes.

3. There appeared to be no or little significant differences between the OCW and UCW populations in the following respects:

   type of employment; number of hours employed, whether regular 40 hour week and/or overtime; previous college background; year of high school graduation; male-female ratio.

4. There appeared to be some significant differences between the OCW and UCW populations in the following respects:

   a. A greater percentage of OCW population reported that they had dropped classes previously. When these students were asked if they had used the counseling service (other than for registration), a much higher percentage of the OCW population reported they had taken advantage of the counseling service.

   b. The median age for the UCW population was slightly higher.

   c. The OCW population included a higher percentage of students 20 years of age and under, whereas the UCW population included a slightly higher percentage of students 40 years of age and older.

   d. A higher percentage of students in the UCW population reported they had used the testing service.

e. A higher percentage of students in the OCW population reported that they had already formulated plans to attend a four-year college or university.

f. A higher percentage of students in the OCW population indicated that they planned to return to Valley College. This could imply that the disgruntled and uncaring have more of a tendency to be "fadeouts".

g. A higher percentage of students in the UCW population indicated that they enrolled in classes for personal-social reasons, whereas a higher percentage of OCW students enrolled in classes for the purpose of obtaining a college degree. This might imply that a serious, degree-seeking student is more conscientious about rules and regulations, particularly if they have a negative effect.

Comparisons of Reasons Stated for Class Withdrawals

1. There appears to be an overall similarity between the reasons given for students making official and unofficial class withdrawals. However, there is noted a relatively larger percentage of personal-social problems for the UCW group. A possible explanation might be that the OCW population experienced more difficulty in relating these kinds of reasons to a counselor because this group realized they could be identifiable by name.

2. There was a higher percentage of students in the UCW group who expressed dissatisfaction with the course or the instructor.

3. There was a higher percentage of students in the OCW group who said they had to drop their class because they were working overtime.

4. There appeared to be qualitative differences in response between the two groups. Students in the UCW population tended to be more candid and complete in their response. This observation might be due to the fact that the UCW responses were anonymous and were written at their leisure in a nonschool environment.

RECOMMENDATIONS

1. That the time devoted to group orientation of students new to Valley College be more effectively utilized, and that students who are uncertain about their academic or vocational goals be encouraged to talk with a counselor on an individual basis.

2. That instructors and counselors should be made aware of the fact that a student who drops out, either officially or unofficially, does not necessarily reflect a negative aspect of

counseling or instruction. The important factor is that the student feels that he has utilized his time to his best advantage and has made effective choices. It is difficult to determine whether the student who finished the course gained more than the student who withdrew from class before the end of the semester.

3. That every effort be made to convey to the student a series of "facts" about college work:

   a. The student should be realistic in unit load after considering all of his other commitments.

      If he is working more than 40 hours a week, he should be encouraged to limit his program to a maximum of 3 units per semester.

   b. The student should be realistic about his college goals in relation to his previous high school and/or academic college record, aptitudes, and interests.

      He should be made aware of the implementation of the college probation and disqualification policy so that he can make his future plans realistically.

APPENDIX A

LOS ANGELES VALLEY COLLEGE
Evening Division

WITHDRAWAL FROM CLASS

In an attempt to provide a more adequate educational program, this form has been developed as part of a research project to study withdrawals from class. It has no personal interest in your individual response. Your answers and reactions will remain confidential. Please answer all items as completely as possible.

Name of Class _____ Instructor _____ Date _____

Please complete each item in sentence form.

1. I enrolled in this class because _____

_____

_____

2. What I liked best about this class was _____

_____

_____

3. What I liked least about this class was _____

_____

_____

4. I am dropping this class because _____

_____

_____

Name _____ Sex ___ ___ Marital Status ___ Married
Last First M F ___ Single

Age _____ Date You Registered _____ Enrolled as Veteran ___ ___ Yes No

High School _____ Graduated ___ ___ ____ Yes No Year

Other College(s)attended _____ Approx. no. of units at other colleges _____

Where are you employed _____ Nature of work _____

Hours of work per week _____ Overtime _____

Do you plan to enroll again at Valley College at some later date? Yes ___ No ___

Do you plan to attend a four-year college or university? Yes___ No ___Major____

How many miles is Valley College from your home? Under 5___ 5 to 9___ Over 10___

Do you live with: family ___ relatives ___ friend ___ spouse ___ alone ___

Have you ever withdrawn from college classes before? Yes ___ No ___ How many ___

Have you used the counseling services here at Valley College?

Yes___ No ___ a. Personal counseling, other than registration

Yes___ No ___ b. Testing program (aptitude tests, interest inventory, achievement test)

Change in number of units: From ___ to ___ unit.

APPENDIX B

LOS ANGELES CITY SCHOOL DISTRICTS

Los Angeles Valley College

5800 Fulton Avenue • Van Nuys, California

STate 1-1200

We've missed you in class lately and we wonder where you've been.

As you may know, there are about 8,000 students taking evening classes at Valley College; however, we don't consider you a "statistic", although you may have thought so when you registered, looked for a parking space, and bought books.

We are interested in you as an individual, and we would like to know what has happened to interrupt your educational plans for this semester. As you know, a student who misses three classes is automatically excluded from that class.

Since we are concerned about why our students quit attending (or never attend) classes, we decided to select some of our students to help us answer a few questions. In making this selection, your class exclusion card was one of those chosen to comprise a representative sample. You can help us improve our educational program by answering the enclosed questions.

Please feel free to answer the questions honestly, as your response in no way will affect your college records.

Sincerely,

Helena Hilleary

Dr. Helena Hilleary
Assistant Dean
Evening Division

APPENDIX C

LOS ANGELES VALLEY COLLEGE
Evening Division

PLEASE ANSWER ALL QUESTIONS -- DO NOT SIGN YOUR NAME Your honest answers will help make this study more meaningful.

1. I enrolled in this class (these classes) because I _____

_____

_____

_____

2. I quit going to (never attended) this class (these classes) because I __

_____

_____

_____

3. Number of times you attended classes _____

4. Did you graduate from high school? Yes___No___What year?_____

5. Have you attended another college? Yes___No___ Approx. no. of units at other college(s)_____

6. Other than attending classes at Valley, my other activities include: (check any appropriate blank)

Unemployed	Employed
_____Housewife	_____No. of regular hrs/wk
_____Attending day classes	_____No. of overtime hrs/wk
_____Military obligations	Specific job _____Classification

7. Have you ever quit or withdrawn from classes before? Yes__No__No. of Times____

8. Have you selected your college major? Yes___No___Undecided___

9. Do you plan to return to Valley College? Yes___No___ Other_____

10. Have you used the counseling services (other than registration) here at Valley College? Yes___No___

11. Have you taken the tests (aptitude, interest, achievement) offered in the evening at Valley College? Yes___No___

12. Sex ___ ___ (M F) Marital Status _____ _____ (Single Married) Age _____

COMMENTS OR SUGGESTIONS FOR IMPROVING THE EDUCATIONAL PROGRAM AT VALLEY EVENING COLLEGE: (Please use other side)

Spring, 1963

APPENDIX D

REASONS FOR CLASS WITHDRAWAL*

Selected Comments from Unofficial Class Withdrawal Group

1. had income defiency.
2. was so busy making preparations for my wedding that I did not realize I had missed so many class meetings.
3. my wife couldn't find a course she liked on the same evening.
4. serious illness - needed sleep - falling behind - no piano.
5. was advise to do so by a marriage counselor.
6. I became lazy.
7. unable to find a baby sitter this 1½ months; my three children had chicken pox; my father-in-law had a heart attack and we were visiting him; I am pregnant and cannot sit for a great length of time.
8. the first two or rather the first class I had cut my hand badly late that afternoon, the second I attended - the second and third I had the flu and then my daughter, so that eliminated me.
9. I have tried three times in four years. My wife just had her second operation in two years. My three-year old just had his second operation in three years. No wonder I have trouble making it to class.
10. the teacher got off with three elementary school teachers and forgot the class and after that I thought I was wasting my time.
11. my family is to large, my father was out of job and I had better opportunity in the place where I'm working.
12. my father whom I hadn't seen in ten years arrived from New York the day after I attended the first class and on top of that my two children were very ill for almost two months.

---

* Reasons are reproduced exactly as the student wrote them.

Selected Comments from Official Class Withdrawal Group

1. The class contained too much physiology, not enough psychology. I am not passing. My grade is D.

2. She went to fast for my rate of thinking. I'm slow in learning and other people in the class had had it before and she went faster than I expected. I didn't learn enough words to the dictation but I did all the homework and was up to date.

3. Heavy load in math has forced me to fall too far behind to effectively catch up to class grade standards.

4. I found that my working hours and school hours didn't leave much to be desired for my sleeping hours.

5. I feel the class was very dull.

6. It is affecting my average to be remitted into day school next semester.

7. I have six small children and I find it harder as time goes by to study, and I have developed a ulcer.

8. I am not absorbing the mechanics of English.

9. The speed of the class is to great for my comprehension.

10. I did not have enough time to do the work satisfactorily. I'm on a 60 hour work week.

11. The teacher is good but my moral is short.

12. I have a large family and my school attendance is causing too much friction at home.

13. Too much depends on the text used, which completely confuses me.

14. I overjudged my capabilities -- I work eight hours a day, plus care for a family and attend night school four nights a week.

15. Pupils wasting time trying to impress class with their knowledge of subject.

16. I am carrying too many units. I also developed a case of shingles.

17. Three nights a week is too much. I am anemic and under doctor's care and the strain is too much.

18. I find that I cannot keep up with both job and two classes a week. There aren't enough days. It was the most boring class that I have ever undertaken.

19. Dropping because I found no interest in this class whatsoever.

20. My doctor has advised me to drop because of a slight overstrain mentally and phisically. He feels one class sufficient.

21. Going to have a baby. Haven't time to take art, work full time and have a baby. Something has to go!

22. I am having trouble with my left eye and the work-load of this subject.

23. I'm not getting enough out the instructor.

24. Financial reasons. I am at present unable to support both myself and my education.

25. Financial reasons -- wife lost job.

26. Found that night school is detrimental to my health.

27. Dropping because it conflicts with my psychiatric appointments.

28. My mother and father were run over by a car.

29. In an accident one week. Got married another week. Lincoln's birthday still another week. Too much. Giving up the fight.

30. Didn't stick with text and allowed arguments to develop not pertaining to text, therefore wasting time.

31. Such a small amount of blockboard to see.

32. The machine defeats me.

33. Dropping because have no job, mental instability, through with Electronics.

34. Dropping because of boredom (teacher's personal philosophy) and unwarranted, exaggerated attack on elementary teaching methods.

35. The class is to high for me because of my low english knowledge.